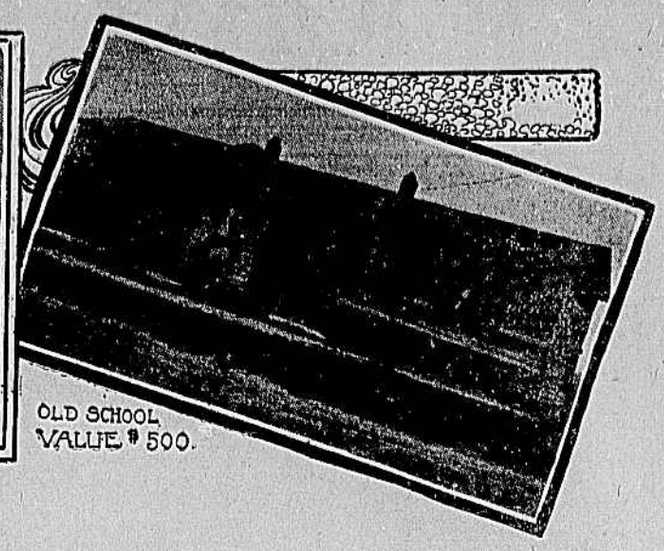
PAGE DEVOTED TO CAUSE OF POPULAR EDUCATION IN VIRGINIA

TEACHERS 1906-7

BURKEVILLE GRADED SCHOOL VALUE $12,000.



OLD SCHOOL VALUE $500.

HIGH SCHOOL PUPILS 1906-7

Manual Training in Richmond Public Schools

II.

In the manual training work of the first four years, described in the last article, the boys and girls work together; but in the grades above these the boys and girls work in different rooms.

The work of the boys in the fifth and sixth years is knife-work in wood and Venetian bent-ironwork. In the woodwork they are taught the use of the Sloyd knife, the try-square and the gimlet; they also get further practice in the use of the rule and compass. Having learned the principle of the "working drawing" in the fourth year, they are here required to make a drawing for the object to be made before beginning to use the knife. The necessary measurements having been made and lines drawn, the next step is to cut out the object with the Sloyd knife, testing all edges and corners with the try-square. The knowledge thus gained of the use of these tools is very valuable in the advanced bench-work of the seventh year. Some of the articles of wood made in the fifth and sixth grades are winders, key-tags, match-strikes, paper-knives, stands, key-racks, shelves and brackets. Some of these articles are put together with brads, thus teaching the use of the hammer.

The boys who work in Venetian iron use pliers and work for the most part from blue-prints. The use of blue-prints gives a very practical bit of training, as any one familiar with the building trades, architecture, machine construction, or any line of engineering, can testify. Useful and ornamental articles are made of iron, such as pen-racks, photograph-easels and frames, card-racks, candlesticks and inkstands. Some of the boys make very creditable original designs, first making their own working drawings.

The girls in the fifth and sixth-year grades have sewing; and, after being taught the simple stitches, they are applied to the making of such articles as quilt-squares, handkerchiefs, work-bags, doll-aprons, skirts and blankets. The course also includes patching, darning, sewing on tape, buttons, hooks and eyes, making eyelets and buttonholes, shirring, hemstitching, etc. One of the most interesting features of this subject is in the drawing and cutting of the patterns for the apron and skirt, which each girl does for herself. Another feature of interest and value is the correlation of the work in sewing with the other branches of the curriculum. The sewing materials used are studied as to their source in the raw state, the place of their manufacture, their transportation, etc., which brings in much geography and nature study. The history of the manufacture and of the evolution of modern processes borders o nthe history work of the grades, while the study of the costumes of Colonial and other periods of the history of our country is very illuminating in the regular history work, and the language work also finds here many concrete and interesting topics.

In some of our schools the girls are taught basketry, using reeds and raffia; and some very creditable work has been done, especially in original designs.

Free-hand drawing accompanies the work, as in the other grades. Familiar objects, fruits, flowers, etc., are drawn both in color and in chacoal. One of the interesting features is the drawing from pose, one of the pupils posing for the rest of the class.

A practical benefit derived from the work lies in the illustration of compositions and other written work of the grades. Some of our work along this line has been greatly admired, not only by our own people, but also by visitors and school experts from other cities.

The work of the seventh grade is perhaps the most interesting of all the work in manual training. The boys in this grade are given bench-work in wood. Each boy works at a bench equipped with a woodworker's vise and a set of good woodworking tools. These tools are in no sense toys, but are full-size tools of approved make. We have three of these shoprooms—at Bellevue, Central and Madison Schools—and the boys from the other school buildings go to the nearest of the three "centres," as we call them. Each boy gives ninety minutes each week to this work, and it is surprising what excellent results have been obtained in this short weekly period during one year. The method followed is very practical. Drawings are made by the pupils, and from these, or from blue-prints, are obtained the dimensions and directions for the construction of the article. Accuracy is insisted upon and the instructor carefully inspects the work at each stage of the process. The instruction is in large measure individual. After the article is constructed it is suitably finished in stain, shellac, varnish, etc. The articles made vary from time to time, depending largely on the skill and special interests of the classes. Some of the articles made last year are key-rack, coat-hanger, bracket-shelf, stool, towel-roller, knife-box, bird-house, sled, tabouret, table, umbrella-stand, checker-board and tool-chest. Different woods are used, chiefly pine, poplar, oak, gum and cherry. The possibilities of this work are very great; the boys have been intensely interested, and the results are very creditable, considering the fact that our boys get only one year of this work, whereas in most places two and often three years are given to it.

The work of the seventh-grade girls is also more practical and on a larger scale than that of the grades below. The sewing processes learned in the preceding grades are here applied to the making of simple articles of clothing and home use. During the present session some of the girls have made articles of clothing for their own personal use, and they were naturally very much interested in the work. Great possibilities, the interest taken in the work, and the satisfactory results already obtained, amply justify this form of work in the school. As mentioned above, this work furnishes many points of departure for studies in the other branches of the school, notably geography. In some schools the girls of this grade have continued work in basketry, paying special attention to design in form and color. The exhibits of baskets from this grade have been quite attractive, and such work, while not so promising in many respects as sewing, has considerable value on the art side.

Owing to the generosity of a number of private parties we have been able to introduce industrial classes into our Colored High and Normal School. This work includes bench-work in wood for the boys and sewing and cooking for the girls.

Every boy in the school is given instruction in woodworking during the four years of the school course, and every girl gets two years of sewing and two years of cooking. The work having been recently begun, there is as yet none of a very advanced character. The boys do about the same grade of work as the seventh-year boys in the white schools. As the pupils advance the courses will be properly graded, and they will also be adjusted to fit to the work in the elementary schools.

The aim of the teachers in charge of this industrial work is to make it as practical and helpful as possible, combining theory with practice. Each pupil gets two and a half hours each week of this instruction. While it is not hoped to turn out skilled workers in this short time, it is believed that those who go out from the school with this training will be better equipped for a useful life, and will be possessed with higher ideals and truer ideas of life and its duties.

The public is cordially invited to visit the classes at work in manual training in any of the grades and any of the school buildings. The work is in progress at the Colored High and Normal School every school day for the girls, and every day except Friday for the boys, and the program for the seventh grade "centres" is as follows: Bellevue School, Wednesdays and Thursdays; Central School, Tuesdays; Madison School, Mondays and Fridays.

While we are proud of the work we have done in manual training, we are conscious of many shortcomings. We realize that much remains to be done; and, in order to bring our work up to the desired standard, considerable equipment is yet needed in some of the grades. When we get our new high school building we hope to provide our high school boys and girls with the opportunity for getting instruction in wood and metal work, domestic art, domestic science and fine arts—such an opportunity as is furnished by nearly all of the large cities of America. We have many plans for expanding and improving the work in the near future; and while we cannot expect to accomplish everything in a year, nor in many years, still we believe we can justly claim to be going forward all the time.

JULIAN A. BURRUSS.

Louisa Will Have New School Building

Last summer there was an agitation started here for better school advantages at this place. This movement was under the auspices of the Educational League which had been originated in the summer of 1904.

They went to work and raised sufficient funds to extend the school term from six months to eight, and increased the salary of the principal at the same time. They also painted and repaired the schol building and were preparing to improve the grounds when the proposition of erecting a new building was suggested. In order to get this building it was necessary to raise a large amount of money by private subscriptions, which they set to work to do. Enthusiasm was not aroused enough for them to accomplish any great results. So the matter moved along until the holidays, at which time Judge F. W. Sims, who was the principal worker in the field, had raised $2,000 from ten men giving $200 each.

After the holidays the principal of the school suggested and called a meeting of the business men of the town, who formed an organization to further the undertaking. At this meting Judge F. W. Sims was elected president, and J. C. Crawford was elected secretary. A committee was appointed to solicit funds. The officers were requested to get the ladies of the town to organize for a similar purpose, which organization was perfected and a like committee was appointed to solicit funds. These two committees united as one and elected Mr. A. B. Wodward, chairman. This committee, by its untiring energy and persevering efforts, has almost succeeded in raising the desired amount of $4,000. It is proposed to get the District School Board to borrow $2,000 from the State, and this, with the old building and lot and what money the Educational League has, will amount to about $7,000.

With this sum it is further proposed to have a nice up-to-date school building ready for occupancy by next session. This building is much needed here, and the people have responded nobly to the call for help. The people took this obligation upon themselves because they realized the need of such a building and they knew the financial condition of the district would not permit the trustees to build as nice and imposing a structure as they desired. The gratitude of posterity is due them, especially when we consider that a number of those who have given so liberally have no children and can derive no personal benefit from it.

The following men have given $100 each: J. J. Porter, Dr. H. W. Porter, W. M. Perkins, W. R. Goodwin, H. Q. Dickinson, E. M. Crank, P. B. Porter, Judge F. W. Sims, Captain F. V. Winston, S. D. Crenshaw, C. E. Hughes, J. W. Wright, J. R. Wills. Quite a number of others have given very liberally, some having reached the one-hundred-dollar marke.

With these prospects before her, Louisa has a bright future in view, especially along educational lines, and with progress in education comes progress in all other lines. At present Louisa has a first grade high school and is receiving aid from the State appropriation for such a school. This being the first year of the school as such, there is a good deal of irregularity, but this will be remedied by another session.

Excellent Progress Being Made By The Burkeville High School

[Special Correspondence of The Times-Dispatch.]

BURKEVILLE, VA., March 23.—The Longyear High School at Burkeville presents an excellent example of the progress made in the State along educational lines. A great deal has been said about this school of late, and it is not our purpose to go into the history of its organization. We do wish, however, to say something of what has been accomplished since its opening, on October 1, 1906, feeling that the story will be a most favorable commentary on the earnestness of our people.

Since October 1st a steam-heating plant and water-works have been installed at a cost of $4,500. In the coldest weather our pupils are as comfortable as any in the State.

A reading-room has been fitted up at a cost of $60, and the library now contains 500 volumes, a daily paper, "The Literary Digest," Scribner's and Harper's magazines for 1906, and Munsey for 1907. Mrs. Longyear, our patroness, has given us some handsome pictures, which now decorate the walls and make this the popular room in the school.

On February 11th, "The Burkeville School Improvement League" was organized with a membership of seventeen; Mrs. J. P. Agnew, president; Mrs. John H. Young, secretary; Mrs. J. D. Bradshaw, treasurer. Since that time the membership has increased to forty-four, and an indebtedness of $60 on our library has been paid. Plans are on foot to enlarge this room and make further improvements.

The boys have been organized into football and baseball teams, and we have an equipment valued at $50. Our girls play basketball and have the necessary equipment for the game. We also have a tennis court that furnishes exercise and pleasure to the entire school.

For the primary and grammar grades we have three teachers—two from the Farmville Normal School and one from Hollins. In our high-school department we have two teachers—one from Farmville Normal and one from William and Mary College, and we have a teacher of sight-singing—this branch being taught free in all departments of the school.

In the primary and grammar grades we have an enrolment of seventy-five, and in the high-school department twenty-three—twenty in the first-year class, and 3 in the second-year class.

It is not our purpose to go into a detailed account of our curriculum. We attempt in our primary and grammar grades to give a first-class graded course, and in our high school to cover the ourse prescribed by the State Board of Education.

We offer, perhaps, what no other school of its kind in the State offers, viz.: a boarding department and a study hall. We furnish board to teachers and pupils at $10 a month, with light, heat and unfurnished rooms. For the benefit of our boarding pupils and any who care to take advantage of the same from the town, we conduct a study hall every school night from 7 to 9 o'clock.

We invite inspection. Come to see us. We are working towards better and nobler living, believing that this is education.

C. B. BOWRY, Principal.

AMONG THE KABYLES IN ATLAS MOUNTAINS

(Continued From Third Page.)

Let me give you a picture of one of these Berber homes which I visited yesterday. My dragoman, Emmanuel Zammit, who speaks the Kabyle language, acted as my interpreter, and through him the owner gave us permission to enter. We had tried at several other houses, but the women ran from us as though we had the plague, and the boys slammed the court doors in our faces.

Like all Mohammedans, the Kabyles are jealous, and their women will have nothing to do with strange men. In this case both husband and wife were at home, and the man was more liberal than most of his kind. He did not introduce us to his wife, but she was with him in the hut, and, as usual unveiled. She had a baby at her breast and there were a half dozen small children sprawling over the floor. Indeed, we had to step carefully at first for fear af trampling a baby, but as our eyes became accustomed to the darkness we got along very well.

In this house there was no sign of what we call furniture. There were neither chairs nor tables. The members of the family were sitting around a pile of figs, which they were sorting as we entered. They sit on the floor and eat squatting about the single bowl which usually contains the main dish of each meal. They eat with wooden spoons, using a common knife. They eat most things with their fingers, and often break up bread and soak it in the soup or stew. They have meat about once a week, but their chief diet consists of fruit and of bread made of wheat or other grain. They grind their meal themselves, sometimes in the family mill, and sometimes in one belonging to the village in common.

In a little home like this the winter supplies of the family are stored. One of the receptacles I noticed was a stone jar for figs, with a hole in the bottom to allow the juice to run out; another was a larger vessel of the same material for wheat or corn. The latter would hold perhaps twenty bushels. There was also a large clay jar for the olive oil, which is made on the little home farm and pressed out by the family.

I asked where the cooking was done, and in reply the woman pointed to a hole in the floor in one corner of the hut. The floor is the bare rock, so that there is no danger of fire.

The Sheep and Donkeys Sleep With the People.

As I looked about me I heard a sheep bleating. It was apparently right under my feet, and turning around I saw a long-eared ram and a nanny-goat looking at me from under a shelf at the back of the hut. This shelf was the chief sleeping place of the family, and the space below it served as a stable. There were some chickens in the same place, and at night the donkeys and other animals belonging to the family are brought in and all sleep together. These Kabyle sheep are tame, and they follow their masters from place to place like dogs. The people have many sheep, which they pasture on the mountains in one common flock, watched by a shepherd. The sheep and goats are brought into town every night. As soon as they enter the village each runs for its own home and remains there until morning.

The Pretty Berber Girls.

Some of these Kabyle women are fine-looking. The wife of my host was about twenty, and she would have been considered pretty in any crowd of American maidens. Her cheeks were rosy and her features as regular as those of the Venus de Medici. She wore a dress of bright red calico which came almost to her feet, but still showed the heavy silver rings about her bare angles. She had heavy earrings and bracelets. Around her neck was a chain to which many ornaments were hung, and her breast was covered with great pins of white metal set with bright-colored stones. I venture that she had at least two pounds of jewelry upon her. Her eyelids were blackened to add to her beauty, and she was also tattooed on the cheeks and on the forehead and chin.

Nearly all the Kabyle women I have seen are tattooed, and even the poorest wear more or less jewelry. Outside this, many are ragged, and those who go through the streets have their skirts so pulled up that they show a large expanse of bare calf. I see them doing all sorts of hard labor. They carry water from the village well in clay jars; they gather the wood needed for cooking and not a few labor out in the fields. Indeed their situation makes one think of the vaudeville song:

"Oh, the women do the work, do the work,
While the men lie around the house."

Or of that other sweet and well-known ditty—

"Everybody works but father."

Thrifty, But Lazy.

The Kabyle men are a strange combination of thriftiness and laziness. I saw many of them loafing about the streets, while the women passed by loaded with all sorts of burdens. While at home they let their wives do as much as they will, but at the same time they will hire out to the French farmers of the Tell to aid in planting and harvesting the crop. At such times they make from forty to sixty cents a day and save almost the whole of it. They are accumulative, and many of them amass small fortunes of a few hundred dollars or so.

Village Republics.

Indeed, these people have many qualities which distinguish them from the Arabs and Moors, by whom they are surrounded. Their white blood crops out in their desire for independence and self-government. They are ruled by the French, but as to local matters they govern themselves. Each town is a little republic, with its own council and a public meeting-house, where town affairs are discussed. It has its own municipal laws and elects its own officials. Each village has a mosque and a school. The school is supplied with teachers by the French, and the children are taught to speak and write French as well as Arabic. The mosques are rude affairs, but the Kabyles go to them regularly and face Mecca as they pray. They are naturally religious, but they have changed the Mohammedan faith to suit themselves, and they have their own ideas of morals, right and justice. Many of them are intelligent, and altogether they have most of the qualities which have made the white race the ruling one in other parts of the world.

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Are All Criminals Insane?

If a murderer may escape legal punishment for his crime because the emotional explosion which brought about the homicide is adjudged to be a temporary insanity, where is the line between an irresponsible condition and mere hate? How many emotional Italians, poorly nourished, badly bred, inheritors of none knows what taint, are yearly convicted of varying degrees of homicide and swiftly punished, who, had they the money to employ able experts and counsel, might prove that the state of mind in which they jabbed stilettos into the other men was comparable to a neurotic cyclone, in which their poor physical members whirled in a state of complete moral anesthesia? In a hundred years will our whole crude legal machinery for drawing hard lines about responsibility seem as barbarous as the ancient tests for witchcraft? Plainly, in the relation of punishment to crime, we are as yet children groping in the dark. It may be noted in this connection that a bill has been introduced in a State Legislature to provide that murderers who have no money and wish to enter the plea of insanity may employ a suitable medical expert at the expense of the State.—Collier's Weekly.

Teaching Nature Study In The Public Schools

Owing to the artificial atmosphere surrounding childhood, the teacher of nature study in the city has a more difficult problem to solve than the one in the country. Professor Shaler, late eminent geologist of Harvard, in despair, gave up trying to make a geologist of a city boy. "Nothing," said he, "is left for him to exercise his ingenuity upon. When he wants to know weather conditions he turns to the weather report in the daily paper instead of forming his own prognostications. If he needs a light, he presses a button." Should he accidentally note a phenomenon of nature, he searches the science books of the libraries for an explanation. The multiplicity of fleeting impressions upon the nerve cells of city children is not productive of a questioning nor a reasoning mind, nor of thought independence. Their opportunities for such development become fewer and fewer. Conveniences of city life, particularly apartment houses, offer attractions to fathers and mothers that far outweigh, in their estimation, the benefits derived by the children from space in which to exercise both motor and sensory activities.

Psychologists tell us that an adult may be approximately defined as the sum of his youthful nerve reactions. Take the sum of the youthful nerve reactions of a child brought up in an apartment house or the cramped surroundings of a home in the solid rows of city houses, and what is there of God's-out-of-doors in the result—man? He seldom finds pleasure in a vacation spent in the country unless its object is destruction of life—fishing or hunting. The crowded board-walk of a seaside resort, the theatre, cards, must be his amusement in vacation, or he is thoroughly bored. The woman of the tenement house, who returned to her poverty-stricken home after one night in the country, because "she liked people better than stumps," was only bored like her wealthier neighbors. Land in the city is too valuable to be used as play grounds. If this were not so, where is the neighborhood that would gladly welcome one? There are too many nerve-worn people to be disturbed by noise. A boy is in trouble if he plays ball on the streets. City ordinances forbid him standing on the sidewalks and corners with his companions. There was a strong but fortunately unsuccessful effort recently at the national capital to prohibit children using roller skates on the streets and sidewalks. One energetic policeman attempted to arrest a party of skaters because they carried sticks to balance themselves, for he felt sure they would strike a stone or a ball, should they see one, and this would be against the law! Coasting is forbidden. Pets are nuisances. With such forbidding ordinances how can a city teacher build such an education "that the floods of time may beat upon it in vain"? The task is stupendous. The teachers themselves are but the sum of their youthful nerve reactions, and that youth has too often been spent in gathering knowledge from books and not from things and opportunities. "Study nature and not books" was Agassiz's instructions to his class. A large proportion of teachers have studied nothing but books, and know no other way to train. But occasionally in the teaching profession a voice from the wilderness is heard, the voice of one feeling the barrenness of educational ideas in vogue, would turn his fellow-teachers toward the everlasting hills and out into God. Such have been Dr. Hodge, of Clark University; Professor Bailey, of Cornell, and Dr. Jackman, of Chicago University. They would teach the pleasures of the simple things of life; the wonders in the common things about us—the dandelion, the ant, the earthworm. Such teachers, with Lord Bacon, have tried to show that "the garden is the purest of human pleasures; it is the greatest refreshment to the spirit of men; that men come to build stately sooner than to garden finely as it gardening were the greater perfection."

Through the untiring efforts of such teachers children's gardens have increased rapidly the last six years, not so thoroughly established yet that they are a required part of a school curriculum. These gardens, known by a variety of names—Children's Gardens, School Farms, Community Gardens, School Gardens—were fostered by school authorities in every State of the United States in 1906, with the exception of Idaho and Wyoming. Some localities have made home gardens the strongest. Cleveland, Ohio, is a notable example of encouraging the masses to home improvement through school children. Philadelphia stands prominently for the garden of individual plots. Washington has made most prominent the improvement of school grounds, though the home garden and community garden have been furthered with much success.

No two schools can follow, nor should follow, the same plan for teaching gardening, or, rather, "practical nature study." The age of the child, the amount of land, the purpose of the garden, the exposure are all factors to be studied. Each teacher must study the needs of her class. There are, however, some things that apply to all schools. A plan is the first requisite—one so well laid that each year's work strengthens it. If the school garden is to serve as improvement around the building, follow the simple principles of landscape gardening. Make the central lawn a special feature. Plant flower borders, not flower beds scattered through the lawn. Be mindful of the color scheme. Assign portions of the garden to each school in the building, and urge upon each teacher the necessity of having every child take part in the work, so that he feels he is part owner. Let the children prepare the soil. If this is partially done in the fall excellent opportunity is offered to study the effect of freezing and thawing upon the soil. Study the soil to find its needs. Nature study books and leaflets abound in simple experiments that are helpful to the teacher.

Classroom work will be much more interesting if children see its connection with practical every-day affairs. Here is an excellent opportunity to make it "alive." See that the indoor mathematics is of practical outdoor use. Freedom of speech induced by outdoor work offers an excellent field to test one's success as a teacher of English.

All things in nature may be classed as nature study material, but some things lend themselves better to study than others, and some are better adapted to one age than another. A teacher should plant such material in the garden that will be of actual value in the school. She should look upon the garden as an additional room to the building, a room equipped with the living, struggling things, the plant, the earthworm, the robin, the goldfinch, the harmful and helpful insects.

Fortunate is the school where there is sufficient ground for each child to have a small plot. Here the entire work of measuring and laying off the plots, the soil preparation, the planting, the cultivating, etc., are done by the child. The harvest which belongs to him depends wholly upon his efforts. It produces in the city youth a respect for labor. He has seen that results come to him only by constant hard work and attention. His neighbor has worked equally hard. To obtain the fruits of his labor he must protect his own. He must likewise respect his neighbors' rights, if he hopes to have his property rights respected. Vandalism in a community may be prevented by this form of positive teaching far more successfully than by the negative method "thou shalt not." A neighborhood under the writer's immediate attention had been much annoyed by flower vandalism. Not only the neighbors' gardens had suffered, but the school yard itself had been three times destroyed and replanted during the summer vacation. The case was not one of simply stealing flowers, but plants had been uprooted from the ground and thrown aside to die—pure wickedness actuating the offender. In the fall hundreds of bulbs were put into the ground for spring blooming. What seemed most unfortunate they reached their height of blooming during the Easter vacation. A few days before vacation the teachers talked most earnestly to the children about the difficult work they had had in preparing the soil and planting the bulbs; of the efforts they should make during vacation to protect their plants, as they were theirs; and for the same reasons they should be careful not to run on the lawns nor touch the flowers in the neighbors' yards. For two years nothing has been stolen nor uprooted in the garden, and there has been a vast improvement in the neighborhood. Dr. Hodge, in Nature Study and Life, says: "If your neighbors' boys steal your peaches and grapes, do not give him the jail, but give him peaches and grapes to grow." Here is another instance of moral training to be derived from the garden. A class was shown how to stretch the garden line, make the furrow and place the tiny radish seeds at given distances apart in it. In shorter time than it takes to write it, one boy had finished. In a few days his sins found him out. Instead of little plants standing in long even-planted lines, his seedlings occupied a space that his hand could cover. Surprised and chagrined, he asked permission to rehoe and replant his plot. Throughout the season the lesson had its effect, for though his garden was one of the best, his harvest was always a week or two late.

One has always been led to believe that the drudgery of farm and garden tends to deaden the sensibilities. This may be so if the work is done mechanically, without the exercise of reason or judgment, by much the same method that the carpenter measures boards. A child may be led by means of simple experiments to delight in cultivating the top soil, for he has learned the value of soil mulch. His imagination enables him to picture the tiny capillary tubes in the soil affording a means for the water to pass upward and out into the air if the mouths of the tiny tubes are open and he delights to think that as he uses the rake he is making great destruction at the mouths of the tubes, thus keeping the water in his garden. As he learns of the life processes in plants by simple experiments he understands the reasons for weeding or ridding his garden of plant robbers.

The first requisite of a good gardener and teacher is patience. Results are slow, both in plant life and in the community to appreciate the educational value of this practical nature study. A teacher must guard against becoming absorbed in the growth of plants alone, and must always keep before him that the important factor of growth in a garden is the child himself—growth in the moral, physical and intellectual being.

It Didn't Work.

Reporter—I have a great scheme.

Editor (eagerly)—What is it?

Reporter—Let me have £5 and I'll write up a three-column sensation on 'How it feels to have a new suit of clothes!'"—Tit-Bits.